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ABSTRACT

The quinmester course intended for pupils speaking English as a second language aims to teach students to ask and answer questions and discuss, orally and in written form, basic concepts in social studies such as transportation, map reading, family, friends, school, home, neighborhood, and community in an attempt to help them function effectively in the community. A framework is provided by eight specific context areas: Doing Things Now; Customary Activities; Describing Objects; Clothing and Colors; Where; Yesterday, Last Week, Last Month; Yours, Mine, Ours, and Theirs; and, Going Places. Each context area has two or more sections of language practice to facilitate division into lesson plans and is further subdivided into patterns, suggested substitutions (vocabulary), specific measurable objectives, suggested teaching procedures, and correlations with standard English Second Language Materials. Related documents are SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

SCHOOL, HOME, AND NEIGHBORHOOD

GETTING TO KNOW MORE PEOPLE AND PLACES

5110.02
5117.02

English as a Second Language

DIVISION OF INSTRUCTION • 1971

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Social Studies:

SCHOOL, HOME, AND NEIGHBORHOOD:

GETTING TO KNOW MORE PEOPLE AND PLACES

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English as a Second Language

Written by Sandra Parker

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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SCHOOL, HOME AND NEIGHBORHOOD

I. COURSE DESCRIPTION

A course designed to present students with a greater variety of useful questions, answers, and statements that will enable them to function effectively in some specific subject areas and in the community through intensive oral and written practice. Students will be able to;

1. Ask and answer simple questions and discuss such basic concepts as principal means of transportation, elementary map reading, school and community helpers, and so on.
2. Read and write simple informational material.
3. Discuss, read, and write about the concepts mentioned above plus basic information about their friends, their families, the school, and the community.

The students will participate in practices with teaching machines, such as the Language Master, tape recorder, and record player. They will also carry on activities related to the holidays and important dates falling at the time of the specific quin.

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II. PERFORMANCE OBJECTIVES

The students will be able to:

1. Approximate American English pronunciation, intonation and rhythm in imitation of the teacher.
2. Ask questions within the given material so that other students understand him well enough to respond correctly.
3. Respond with the correct answer to questions given by the teacher, by other students, or by classroom visitors.
4. Read previously-practiced material orally with correct stress, rhythm, and intonation.
5. Indicate comprehension of written material by:
   a. Answering questions on the material
   b. Asking questions on the material in so far as those questions represent previously practiced patterns.
   c. Completing exercises based on the material.
6. Produce any material contained in the lesson written from minimal clues (i.e. pantomime, dictation, completion exercises, etc.)

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III. LANGUAGE CONTENT

This quinmester is divided into eight specific context areas, each with two or more sections of language practice to facilitate division into lesson plans. Each context area is subdivided into PATTERNS, SUGGESTED SUBSTITUTIONS (VOCABULARY), SPECIFIC MEASURABLE OBJECTIVES, SUGGESTED TEACHING PROCEDURES, AND CORRELATIONS WITH STANDARD ENGLISH SECOND LANGUAGE MATERIALS (textbooks, visuals, songs, tapes, etc.);

AREA ONE: DOING THINGS NOW

A. Patterns, Section I

1. What are you doing?
2. I am (writing a letter)?
3. Are you (writing a letter)
4. REVIEW PATTERNS: Yes, I am. No, I'm not.

B. Suggested Substitutions, Section I; Patterns 2 and 3, transitive verb plus noun object slot: playing ball, singing a song, drawing a map, reading the newspaper, studying the lesson, dusting the chairs, and sweeping the floor.

C. Patterns, Section II

1. What is (the girl, Mary) doing?

2. (She, He)'s (writing a letter).

3. Is (Mary) (writing a letter?

4. Yes, (he, she) is. No, (he, she) isn't. No, (he, she)'s not.

D. Suggested Substitutions, Section II

1. Patterns 2 and 3, same as above.

2. Patterns 1 and 3, noun-subject slot, the boy, the man, and other nouns that your particular students need to be familiar with.

E. Specific Measurable Objectives

1. Oral Practice

a. From pantomimal clue, the student will be able to produce both the question and the appropriate answer, or

b. Paired with another student in a partner situation, the student will be able to:

(1) produce any of the above questions, and

(2) respond to any of the above questions with the appropriate answer.

c. Complete orally all exercises from

10.11 to 10.23 (pp.55-58), Book I, <u>English for Today</u>.

2. Reading

a. The student will be able to read material selected from the lesson with correct stress, rhythm, and intonation.

b. The student will demonstrate comprehension of material silently read by responding accurately to completion multiple choice items and the like.

3. Writing

a. The student will be able to produce the material in writing.

F. Suggested Teaching Procedures

1. Section I. Have the students pantomime the action as they produce all the patterns.

2. Section II. Present a card for each action to be practiced. On one card have a boy, another girl, another woman, and so on, each performing one of the actions in Section II. Adapt the pattern to the picture, i.e. "What is the woman doing?" "She's dusting the chairs." "Is she playing ball? No, she isn't. She's dusting the chairs."

3. Integration of Sections I and II. Combine pantomiming the actions for patterns of Section I with pointing to and discussing the person on the card who is doing the corresponding actions. From a pantomimal clue plus the card clue, the students should be able to produce the entire set of patterns below:

a. What are you doing?

b. (PANTOMIMING) I am reading the newspaper.

c. Are you reading the newspaper?

d. (STILL PANTOMIMING) Yes, I am.

e. Are you (any other action)?

f. (STILL PANTOMIMING reading the newspaper): No. I'm not. I'm reading the newspaper.

g. What is your grandfather doing?

h. (STOP PANTOMIMING. POINT AT CARD OF GRANDFATHER READING THE NEWSPAPER): He's reading the newspaper.

i. Is your grandfather reading the newspaper?

j. Yes, he is.

k. Is your grandfather (any other action)?

l. No, he isn't. He's reading the newspaper.

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G. Resources

1. English for Today, Book I, pp. 55-58 63-64.
2. American English Series, Book I, pp. 35-39
3. Bilingual Education Audio-Visual Supplement, Book I, Unit 9.
4. Visuals I, pp. 3 and 4
5. Visuals II, pp. 3
6. Music for English as a Second Language, pp. 7-8.

AREA TWO: CUSTOMARY ACTIVITIES

A. Patterns, Section I

1. What do you do (every Sunday)?
2. I (go) (to church).
3. Do you (go) (to church) (every Sunday)?
4. REVIEW PATTERNS: Yes, I do. No, I don't.

B. Suggested Substitutions, Section I

1. Patterns 1 and 3, time slot; other days of the week
2. Patterns 2 nd 3, intransitive verb or intransitive verb plus prepositional phrase or transitive verb plus noun object; wash the clothes (Monday), go to the lab (Tuesday), play football (Wednesday), and other

transitive verbs related to school situations to meet your student's needs.

C. Patterns, Section II

1. REVIEW PATTERN: What do you do (every morning)?
2. REVIEW PATTERN: I (eat breakfast).
3. REVIEW PATTERN: Do you (eat) (breakfast) (every morning)?
4. REVIEW PATTERN: Yes, I do. No, I don't.

D. Suggested Substitutions, Section II

1. Patterns 1 and 3, time slot: (afternoon, noon, evening, night.)
2. Patterns 2 and 3, intransitive verb slot, intransitive verb plus prepositional phrase slot, transitive verb plus noun object slot: morning--get dressed, drink (juice, water, coffee, milk, tea); noon--eat lunch, go to lunch, hurry to lunch; afternoon--play ball, hurry home, eat a snack; evening--eat dinner, wash the dishes, mop the floor; night--watch TV, go to bed, sleep; weekday--(ride, walk) to school, study English, go to Physical Education class, work in the (Biology) lab.

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E. Patterns, Section III

1. What does (Mr. Ball, your sister) do every(weekday)?
2. (He, She)(studies) (English).
3. Does (Mr. Ball; your brother) (study) (English) every (weekday)?
4. REVIEW PATTERNS: Yes, (he, she) does. No, (he, she) doesn't.

F. Suggested Substitutions, Section III: All from both Sections I and II.

G. Specific Measurable Objectives

1. Oral Practice
   a. Paired with another student in a partner situation the student will be able to:
      (1) produce any of the above questions, and
      (2) respond to any of the above questions with the appropriate answer.
   b. The student will be able to answer questions about the reading selections listed below.
2. Reading
   a. The student will be able to read material selected from the lesson with

correct stress, rhythm, and intonation.

3. Writing

a. The student will be able to produce the material in writing, first by copying, then from dictation.

H. Suggested Teaching Procedures

1. Section I

a. Divide the students into seven groups--one for each day of the week. As their turn comes, let the entire group pantomime the action for that day as they say their part. Continually change the day assigned to each group so that eventually each of them has represented every different day and their real activities.

b. Have seven students come to the front of the room and represent each of the days of the week. As each student has his turn, have him sit down and have another student come to the front. Continue until all the students have had a turn.

c. Pair fourteen students in Question-and-Answer situations for each day. First have them exchange places so that the one who asked the question before answers it the next time. Then have the pair of students sit down and another pair come to the front.

2. SECTION II: Follow the same procedure above but use: morning, noon, afternoon, evening, night, day, and weekday.

3. SECTION III

a. Assign students to represent various patterns in this section in accordance with their own interests and actual activities. Divide the rest of the class into two groups--one question group and one answer group. Have them practice:

What does (Maria) do (every noon)?
(He, She) (eats) (lunch).

b. Pair students to do the same patterns individually.

I. Resources

1. <u>English for Today</u>, Book I, pp. 89-94
2. American English Series, pp. 40-49, Book I.

3. Bilingual Education Audio-Visual Supplement, Book I, Units 1o and 11.
4. Visuals I, pp. 4 and 5.
5. Visuals II, pp. 3 and 4.
6. Music for English as a Second Language, pp. 8-9

AREA THREE: DESCRIBING OBJECTS

A. Patterns, Section I
   1. The (box) is (big).
   2. It's (big).
   3. The (box) isn't (small).
   4. It isn't (small). It's not (small).
   5. Is the (box) (big)?
   6. REVIEW PATTERNS: Yes, it is. No, it isn't. No, it's not.

B. Suggested Substitutions, Section I
   1. Patterns 1, 3, and 5, noun--subject slot: All vocabulary items from previous lessons already known to pupils.
   2. Patterns 1, 2, 4, and 5, predicate adjective slot: big-small, black-white, old-new, wide-narrow, open-closed, and any other quality words pertinent to other subject areas.

C. Patterns, Section II

1. The (boxes) are (big).

2. They are (big). They're (big).

3. The (boxes) aren't (small).

4. They're not (small). They aren't (small).

5. Are the (boxes) (big)?

6. REVIEW PATTERNS: Yes, they are. No, they aren't. No, they're not.

D. Suggested Substitutions, Section II; same as Section I.

E. Specific Measurable Objectives

1. Oral Practice.

a. Paired with another student in a partner situation, the student will be able to:

(1) produce any of the above questions, and

(2) respond to any of the above questions with the appropriate answer.

b. The student will be able to complete the following exercises selected from pp. 6-11, Book I, English for Today: 2.1-2.5, 2.8, 2.11, 2.16, 2.17, 2.21-2.23.

2. Reading: The student will be able to read material selected from the lesson with correct stress, rhythm, and intonation.
3. Writing: The student will be able to produce the material in writing.

F. Suggested Teaching Procedures
1. Substitution drills, chain drills, partner question and answer drills, etc.
2. Oral and written descriptions of objects or pictures as presented by the teacher or another student.

G. Resources
1. English for Today, Book I, pp. 6-11
2. American English Series, Book I, pp. 86-98.
3. Bilingual Education Audio-Visual Supplement, Book II, Unit 19.
4. Visuals II, pp. 1.
5. Music for English as a Second Language, pp. 34.

AREA FOUR: CLOTHING AND COLORS

A. Patterns, Section I
1. (This) (coat) is (blue).
2. What color is (that coat, it)?
3. Is (this) (coat) (red) or (blue)?

4. It's (blue).

5. Is (this) (coat) (red)?

6. REVIEW PATTERNS: Yes, it is. No, it isn't. No, it's not.

B. Suggested Substitutions, Section I

1. Patterns 1, 3, and 5, noun determiner slot: that.

2. Patterns 1, 2, 3, and 5, noun subject slot: coat, shirt, sweater, belt, dress, suit, tie, hat, skirt.

C. Patterns, Section II

1. (These) (coats) are (blue).

2. What color are (those) coats)?

3. Are (those) (coats) (red) or (blue)?

4. They're (blue).

5. Are (those) (coats) (blue)?

6. REVIEW PATTERNS: Yes, they are. No, they aren't. No, they're not.

D. Suggested Substitutions, Section II

1. Patterns 1, 3, and 5, noun determiner slot: these

2. Patterns 1, 2, 3, and 5, noun subject slot: Shoes, socks, pants plus plurals of items in Section I.

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E. Patterns, Section III

1. What is (Mary, the woman) wearing?

2. (He, She)'s wearing (an old coat).

3. What does (Mary, the woman) need?

4. (He, She) needs a (new) (coat).

F. Suggested substitutions, Section III

1. Patterns 1, 3, and 5, noun subject slot; other names and man, boy, girl, woman, etc.

2. Patterns 2 and 4, noun object slot; other items selected from Sections I and II.

G. Specific Measurable Objectives

1. Oral Practice

a. Paired with another student in a partner situation, the student will be able to:

(1) produce any of the above questions, and

(2) respond to any of the above questions with the appropriate answer.

b. The student will be able to complete the following exercises selected from pp. 15 and 16, Book I, English for Today: 3.6-3.7 and 3.9-3.11.

2. Reading:

a. The student will be able to read material

selected from the lesson with the correct stress, rhythm, and intonation.

3. Writing: The student will be able to produce the material in writing, first by copying, there from dictation and spontaneously.

4. Pronunciation and spelling: The student should be able to pronounce words with different plural regular ending: /-2/, /-5/, /12/, as in boys, hats, dresses, doll clothes, and other worn articles.

H. Suggested Teaching Procedures

1. Substitution drills, chain drills, partner question-and-answer drills, etc.

2. SECTION III: Make a ditto of stick figures: boys, girls, men, and women, each one wearing items of clothing presented. Have the class label them under the teacher's direction. Use them to practice the patterns in Section III. Also, show some old for a review of "old/new."

I. Resources

1. English for Today, Book i, pp.15-16

2. American English Series, Book I, pp.98-102.

3. Bilingual Education Audio-Visual Supplement, Book I, Unit 20.
4. Visuals I, pp.9
5. Visuals II, pp. 1
6. Music for English as a Second Language, pp. 21.

AREA FIVE: WHERE?

A. Patterns, Section I
   1. Where is the (clock)? Where's the (clock)?
   2. It's (in, on) the (wall).
   3. Where are the (clocks)?
   4. They are (in, on) the (wall).

B. Suggested Substitutions, Section I
   1. Patterns 1 and 3, noun subject slot: map(s), book(s), picture(s), globe(s), piece(s), of chalk, spot(s).
   2. Patterns 1, 3, and 4, noun object slot: desk, shelf, drawer, blackboard ledge, ledge, waste basket.

C. Patterns, Section II
   1. Where was the (clock)?
   2. It was (in, on) the (wall).
   3. Where were the (clocks)?

4. They were (in, on) the (wall).

D. Suggested Substitutions, Section II: same as Section I.

E. Patterns, Section III

1. What does ("latitude") mean?
2. (It, "Latitude") means how far (north, south) something is.
3. Where is (the capital of Hawaii)?
4. It's at latitude (21 north), longitude (158 west).

F. Suggested Substitutions, Section III

1. Patterns 1 and 2, noun subject slot: longitude
2. Pattern 2, adverb phrase slot: east or west
3. Pattern 3, noun--subject slot: other places
4. Pattern 4, noun--object slot: other latitudes and longitudes.

G. Specific Measurable Objectives

1. Oral Practice
   a. The student will be able to describe the location of various cities correctly using the terms "latitude" and "longitude".
   b. Paired with another student in a partner

situation, the student will be able to:

(1) produce any of the above questions, and

(2) respond to any of the above questions with the appropriate answer.

c. The student will be able to complete Exercises 8.1 and 8.6, pp.41-42, Book I, English for Today.

2. Reading: The student will be able to read material selected from the lesson with correct stress, rhythm, and intonation.

3. Writing: The student will be able to produce the material in writing.

H. Suggested Teaching Procedures.

1. Using patterns 1 and 2, help children learn to distinguish between "in" and "on".

2. Use both maps and globe in introducing Section III. While the terms "equator" and "meridian" are not a part of the required vocabulary, student should be aware of them as the starting points for latitude and longitude.

I. Resources

1. Going Places Series, "Where?" pp. 4 and 5.

2. English for Today, Book I, pp. 41-42.
3. American English Series, Book I, pp. 1-8.
4. Bilingual Education Audio-Visual Supplement, Book II, Unit I.
5. Visuals I, pp. 11.
6. Visuals II, pp. 2
7. Music for English as a Second Language, pp. 24.

AREA SIX: Yesterday, Last Week, Las Month

A. Patterns, Section I

1. What did (Mrs. Green) do (last Monday)?
2. (He, She) (washed) (the clothes).
3. Did (Mr. Green) (wash) (the clothes) (last Monday)?
4. (Mrs. Green) (washed the clothes), didn't (s) he?
5. Yes, (he, she) did. No, (she, he) didn't.

B. Suggested Substitutions, Section I

1. Patterns 1, 3, and 4, noun--subject slot: other names, I, you, we, he, she, they.
2. Patterns 1 and 3, adverb phrase--time slot: yesterday, yesterday (morning, noon, afternoon), last (night, week, month, Sunday, Monday, etc.), this (morning, noon).

3. Patterns 2, 3, and 4, intransitive verb or transitive verb plus noun object slot; wash(ed) the dishes, bake d) a cake, mop(ed) the floor, walk(ed) home, help(ed) the teacher, watch(ed) TV, work(ed) hard, erase(d) the blackboard.

C. Patterns, Section II; same as Section I

D. Suggested Substitutions, Section II; same as Section I, except #3;

3. Patterns 2, 3, and 4, intransitive verb or transitive verb plus noun object slot; write-wrote a letter, sing-sang a song, draw--drew a map, read-read the newspaper, sweep--swept the floor, to-went to church, eat-ate breakfast, drink-drank (juice, water, coffee, etc.), ride-rode to school.

G. Specific Measurable Objectives

1. Oral Practice

a. Paired with another student in a partner situation, the student will be able to

(1) produce any of the above questions, and

(2) respond to any of the above questions with the appropriate answer.

b. Pronunciation: The student will distinguish between the three past-tense regular endings: /t/, /d/ and /Id/.

c. Exercises: The student will be able to complete the following exercises in writing and orally: 22.8, pp. 139 and 23.8, pp. 148, Book I, English for Today.

2. Reading: The student will be able to read material selected from the lesson with correct stress, rhythm, and intonation.

3. Writing:

a. The student will be able to produce the material in writing.

b. The student will be able to complete the above mentioned exercises (1-c) in writing.

H. Suggested Teaching Procedures

1. The teacher should note that the material in this area is based on previously-practiced material and subdivided according to pronunciation of past tense forms. Section I contains those verbs in which the past tense ending is /t/. Section II contains those which end in

/d/ and /Id/, while Section III, contains those with irregular past tense forms. It is advisable to complete all the oral practice, the reading, and the writing for each section before proceeding to the next.

2. The previous development of contractions should also be continued by writing on the board:

DID NOT

By now, pupils should be able to come to the board, erase the "o" and replace it with an apostrophe.

3. This area introduces the tag ending for the first time. If time permits when pupils seem to feel comfortable with this form, it is good teaching practice to return to earlier units where a tag ending could be used, and add that pattern. This will also provide a good review of earlier areas. For the teacher's convenience, some of the patterns for this use are listed below:

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AREA TWO: You go to (Lincoln High) School, don't you?

AREA FOUR: Today is (Monday), isn't it?

AREA FIVE: These are (pencils), aren't they?

AREA SIX: (Mr. Ball) is a (teacher), isn't (s) he?

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AREA ONE: You're (writing a letter), aren't you?

AREA TWO: (Your brother) (studies English), doesn't (s) he?

AREA FIVE: The (clock) was (on) the (wall), weren't they?

This pattern is very useful in discussing concepts and other content of the particular school curriculum that is pertinent to the student.

I. Resources

1. English for Today, Book I, pp. 137-140.
2. American English Series, Book I, pp. 50-61.
3. Bilingual Education Auio-Visual Supplement, Book I, Units 12 and 13.
4. Visuals I, pp. 4 and 5.
5. Visuals II, pp. 10.
6. Music for English as a Scond Language, pp. 10-12.

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AREA SEVEN: YOURS, MINE, OURS, AND THEIRS

A. Patterns, Section I

1. (This) (is) (my) (head).
2. (Show) (me) (Tom's) (right, left) (eye).
3. Which is (his) (right, left) (ear)?
4. (This, That) one.

B. Suggested Substitutions, Section I

PATTERN 1:

This is	my	head	
		hair	
That is	his	nose.	
	her		
	(Tom's)		
		eye	name
		ear	address
Show me	your	arm	age
Give him	his	hand	questions
tell her	her	leg	answers
ask them	my	foot	experiment
	their	shoulder	work
	(Tom's)	knee	(others pertinent to student activities)

PATTERN 3:

Which is same as 2	Same as 2

PATTERN 3:

I	polish	your	teeth	every (the-) morning
You	comb(s)	my	hair	on (the-) afternoon
He	wash(es)	his	hands	at (the-) evening
She	clean(s)	her	face	in (the-) night
We	do	our	house	
They	plan	their	yard	
(Tom)	polish		assignment	
			shoes	
			experiments	
			work	

(The Science Students)

E. Specific Measurable Objectives

1. Oral Practice:

Paired with another student in a partner situation, the student will be able to:

(1) produce any of the above questions, and

(2) respond to any of the above questions with the appropriate answer.

2. Reading: The student will be able to read material selected from the lesson with the correct stress, rhythm, and intonation.

3. Writing: The student will be able to produce the material in writing.

C. Patterns, Section II

1. (These) (are) (my) (eyes).
2. When (do) (you) (brush) (your) (teeth)?
3. (I) (brush) (my) (teeth) every (morning)?

D. Suggested Substitutions, Section II

PATTERN 1:

	your	eyes
These are	my	ears
Those are	his	arms
	her	hands
	their	legs
	our	feet
	(Tom's)	shoulders
		knees

PATTERN 2:

When do	you	brush	your	teeth	work
does	I	comb	my	hair	experiments
	he	wash	his	hands	assignments
	she	clean	her	face	(and other pertinent to student activity)
	we	do	our	house	
	they	polish	their	yard	
		play		shoes	

(the Social Studies students)

F. Suggested Teaching Procedures

1. All patterns whould be practiced in true communication situations, either in groups or in pairs. Example:

Teacher or student: Show me your head

Second student: (touching head): This is my head.

Teacher or student: Show me your assignment.

Second student (showing): These are my assignments.

Teacher or student: Which is Tom's experiment?

Second student (ponting): That one. Etc.

2. Game-- "Show Me": The game starts with two students. One says to the other, "Show me your (head)". The other replies (touching head), "This is my (head)." If he gives the correct answer, it becomes his turn to ask the other to show him something. If he misses, he must sit down and give his turn to another student.

G. Resources

1. <u>English for Today, Book</u> I, pp. 51-52.
2. <u>American English Series</u>, Book I, pp. 68-75.

3. Bilingual Education Audio-Visual Supplement, Book I, Unit 16.

4. Visual I, pp. 7

5. Visuals II, pp. 3

6. Music for English as a Second Language, pp. 14-16.

AREA EIGHT: GOING PLACES

A. Patterns, Section I

1. (Where) (are) (you) (going)?

2. (I'm (going) (to) (New York).

B. Suggested Substitutions, Section I

PATTERN 1:

Where	are	you	going
When	is	he	leaving
How	am	she	coming back
		I	
		we	
		they	
		(Tom)	

PATTERN 2:

I'm	going	to	New York
You're	leaving	for	Chicago
He's	coming back	from	London
			etc.

We're		
They're		
She's	by	bus, car, train, plain, boat, ship
(Tom's)		
	in	January, February etc.
	on	Sunday, Monday, etc. June 1st, June 2nd., etc.
	at	one o'clock, two o'clock, etc.
	this tomorrow	morning, afternoon, etc.
	next	Sunday, Monday, etc.

C. Patterns, Section II

1. (Where) (did) (you) (go)?
2. (I) (went) (to) (New York).

D. Suggested Substitutions, Section II

Pattern I:

Where	did	you	go
When		he	leave
How		she	come back
		I	
		we	
		they	
		(Tom)	

Pattern 2:

I	went	to New York
you	left	SAME AS SUBSTITUTIONS FOR SECTION I, plus last week, month, etc.
he		
she		plus
we		a week
they		a month ago
(Tom)		etc.

E. Specific Measurable Objectives

1. Oral Practice:

   Paired with another student in a partner situation, the student will be able to:

   (1) produce any of the above questions, and

   (2) respond to any of the above questions with the appropriate answer.

2. Reading: The student will be able to read material selected from the lesson with correct stress, rhythm, and intonation.

3. Writing: The student will be able to produce the material in writing.

F. Suggested Teaching Procedures

1. Chain drills, substitution drills, partner question-and-answer drills, etc.

2. The teacher should note that in Pattern 2 in both sections there are many combinations that are natural standard English, such as:

I'm going to New York by bus.

She's coming back from London in January.

We left for Chicago a week ago.

Etc.

G. Resources

1. English for Today, Book I, pp. 73-77, 145-147.
2. Music for English as a Second Language, PP. 46.